DOCUMENT RESUME

ED 128 891 EA 008 661

TITLE A Short Annotated List of Information on Open-Area Schools in Canada.
INSTITUTION Canadian Education Association, Toronto (Ontario).
PUB DATE Jun 73
NOTE 9p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Academic Achievement; *Annotated Bibliographies; Bibliographies; *Educational Environment; *Educational Facilities; Elementary Education; Open Education; *Open Plan Schools; Publications; School Design; Student Behavior; Student Teacher Relationship
IDENTIFIERS *Canada

ABSTRACT

This annotated bibliography lists approximately 50 publications dealing with the general topic of open-plan schools in Canada. With a few exceptions, all the publications listed were published between 1970 and 1973. Entries are organized into three separate sections for studies and other material produced by school boards and associations, studies produced at universities, and journal articles. No annotations are included for the journal articles listed. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED128891

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A SHORT ANNOTATED LIST OF INFORMATION ON OPEN-AREA SCHOOLS IN CANADA

JUNE 1973

EA 008 661

THE CANADIAN EDUCATION ASSOCIATION

252 Bloor Street West, Toronto, Ontario, M5S 1V5

Dilling, H.J., and Chau Thi Tran. A Comparison of Teacher-Pupil Verbal Interaction in Open-Plan and Closed Classrooms. Scarborough Board of Education, 1973. 60p.

This study used the Flanders' System to determine variations in teacher-pupil verbal interaction by division (primary, junior, intermediate), by architecture (open and closed), and by program (open and non-open).

E5: Academic Evaluation. Metropolitan Toronto School Board, Study of Educational Facilities, 1972. 214p. (Excerpts in SEForum, vol. 1, no. 3, published by Metropolitan Toronto School Board)

A first-year evaluation of eight open-area schools built to SEF specifications, four non-SEF open-area schools, and four traditional-plan schools.

Evaluation of First SEF Building System. Metropolitan Toronto School Board, Study of Educational Facilities, 1971. 19p.

A technical evaluation that attempted to determine to what extent the first SEF building system met its terms of reference on aesthetics, performance, maintenance and operating costs, construction processes and procedures, and construction costs.

Evaluation of Open-Space Schools: A Report to the Director of Education from the Saskatoon Public Schools Open-Space Committee. Saskatoon Public Board of Education, 1970. 69p.

Based on one year's experience, this is an evaluation of learning in two major open-area additions to existing schools; it is also an evaluation of open area in terms of dollar cost in comparison to schools of traditional design, its functionality for all involved in its program, and the degree to which it makes possible the achievement of accepted goals for the community that it serves. Questionnaires that were distributed to students, parents, and teachers are included, with summarized responses.

Hints for Survival in Open Plan Schools. Metropolitan Toronto School Board, Study of Educational Facilities, 1973. 13p. Price: $1 outside Metro Toronto.

This pamphlet is designed to encourage teachers and principals who are working in open space to define their own problems and to rely on their own perceptions and judgements in solving them. It should also be useful in acquainting others of the variety of situations that may face those teaching and learning in this type of environment.

Inventaire de la situation actuelle des écoles à aires ouvertes. La Commission des Ecoles catholiques de Montréal, Bureau de l'organisation de l'enseignement à l'élémentaire, 1973. 29p.

Les éléments décrits dans la première partie de ce document se retrouvent dans l'un ou l'autre des rapports d'évaluation de chacune des écoles à aires ouvertes. C'est donc dire que les remarques formulées ne s'adressent pas nécessairement à toutes les écoles. Dans la deuxième partie, le Bureau de l'organisation de l'enseignement à l'élémentaire fait une brève analyse du contenu de la première partie en y ajoutant quelques suggestions. Il n'est toutefois pas certain que ces suggestions rencontrent l'assentiment du personnel de toutes les écoles à aires ouvertes.

Macpherson, Murdock. Open Space Schools in Saskatoon. Occasional Paper No. 15, Research Centre, Saskatchewan School Trustees' Association, 1972. 13p. Price: 50¢ (Summary of an M.A. thesis, "A Study of Open Space and Non-Open Space Schools in the Public School System of Saskatoon")

A study of three open-space school populations using the Canadian Test of Basic Skills, the Survey of Study Habits and Attitudes, and half-hour observations in both the open space and traditional classrooms.

McRae, B.C. The Effect of Open-Area Instruction on Reading Achievement. Research Report 70-23. 1970. 4p.
Moodie, Allan G. A Survey of Reading Achievement in a Secondary School Population. Research Report 71-03. 1971. 4p.
Department of Planning and Evaluation, Vancouver School Board.

Comparisons of the reading achievement of students from open-area and traditional elementary classes who formed successive grade 8 student populations at a Vancouver secondary school. The Gates-MacGinitie Reading Test, Survey E, was used to assess students' reading ability in three areas: speed and accuracy, vocabulary, and comprehension.

Oldridge, Ovle A. Overlander. Educational Research Institute of British Columbia, 1971. 42p. Price: $1.75

An evaluation of the three main aspects of an experimental program carried out in Overlander Elementary School, Kamloops, B.C., which studies instructional innovation involving beginning teachers attempting to non-grade an open-area elementary school.

Open-Area School Kit. Canadian Education Association, 1973. Price: $6

A package containing an illustrated booklet summarizing the findings of the CEA's cross-Canada survey of open-area schools, a 20-minute audiotape by the team who made follow-up visits to school boards, a bibliography, brief checklist of apparent advantages and disadvantages of open area, sample floor plans.

Available separately:
Open-Area Schools: report of a CEA study. Written by Bob Blair. Price: $2.50

Some Personal Impressions of Open-Area Schools Across Canada. Audiotape interview with Gordon Gracey and Art Cantrell by Margaret Gayfer. Price: $2.50

Orlowski, S.T., Aboul Khair, and P. Hacker. Open Space General Learning Facilities for Kindergarten, Primary and Junior Students. School Planning and Building Research, Ontario Ministry of Education, 1971. 60p.

Contents: Kindergarten--indoor facilities, outdoor area, suggested layouts, sketches; Primary and Junior General Learning Facilities--learning facilities, teachers' planning area, wet area, seminar area, environmental criteria, suggested layouts, sketches.

Phillips, Charles E. The Open Area School. Canadian Education Association, 1973.

35mm slide presentation with a synchronized commentary in typescript, on reel-to-reel tape, and on cassette tape. 17 minutes. Available on free loan.

A Place To ... Metropolitan Toronto School Board, Study of Educational Facilities.

16mm colour film. 14 minutes. An impressionistic view of some of the

potentialities of open space for openness and creativity. Filmed inside SEF test school, Roden Public School, Toronto, summer before students and teachers moved in. Available on loan.

Pritchard, D.L., and A.G. Moodie. A Survey of Teachers' Opinions Regarding Open-Areas. Research Report 71-06. Department of Planning and Evaluation, Vancouver School Board, 1971. 12p.

This survey, to which 93 teachers currently in elementary school open areas and 16 former open-area teachers responded, found that most of the teachers supported the concept for the majority of pupils, primarily because open area facilitates team teaching and encourages children to be independent and innovative. However, replies indicated some reservations and the need for modifications in teacher training and in facilities.

Prunkl, William R. Open Area Study. Edmonton Public School Board, 1972.

Evaluation of open-area school designs.

Reid, Marilyn J. A Description of Charles Dickens Annex, 1971-72. Department of Planning and Evaluation, Vancouver School Board, 1972. 35p.

Charles Dickens Annex is an elementary school for children in kindergarten through year 3 where the program is based on the British Infant School system, adopting two concepts in particular--family or vertical grouping, and the integrated day. This report describes the school during its first year of operation; it includes pictures and floor-plan drawings.

Reid, Marilyn J. An Evaluation of the Alternate Programs in "Area C" at MacCorkindale School, 1971-72. Research Report 72-26. Department of Planning and Evaluation, Vancouver School Board, 1972. 47p.

In November 1971, the 106 year 4 and year 5 pupils of "Area C" were assigned to two groups--two-thirds of the pupils stayed in the open area and the rest were moved into a self-contained room within the Area where they could have more structure and direction. This study includes a comparison of Area C pupils with a control group, and an evaluation of the alternative program within Area C.

SEF E1: Educational Specifications and User Requirements for Elementary (K-6) Schools. 1968. 208p.
SEF E2: Educational Specifications and User Requirements for Intermediate Schools. 1969. 254p.
SEF E3: Educational Specifications and User Requirements for Secondary Schools. 1970. 308p.
Metropolitan Toronto School Board, Study of Educational Facilities. Available from McGraw-Hill Ryerson Ltd.

Recommendations for every area of an elementary, intermediate, or secondary school to accommodate the needs of emerging educational trends.

Studies of Open Education (series). Research Office, Division of Planning and Development, York County Board of Education, Aurora, Ont.

No. 2: Burnham, Brian. A Day in the Life: Case Studies of Pupils in Open Plan Schools. 1970. 62p. (Abstract, "York County's Open Plan Elementary Schools: A Comparative Study", in growth points 70, published by York County Board)

Shadow studies, conducted by trained principals and vice-principals, were made of 18 pupils in new open-plan elementary schools and matched control schools. Ten are reported in detail. Pupil behaviour and teacher-pupil relationships were central to the study.

No. 5: Burnham, Brian. Reading and Mathematics Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools. 1971. 6p. (Also published in growth points 71 as "Achievement of Grade 1 Pupils in Open Plan and Architecturally Conventional Schools")

When a standardized test of reading and mathematics achievement was administered to 514 grade 1 pupils in two open-plan schools and nine architecturally conventional "controls", the mean scores were not significantly different (.05 level).

No. 6: Burnham, Brian. Reading, Spelling, and Mathematics Achievement of Grade 2 Pupils in Open Plan and Architecturally Conventional Schools. 1973. 9p.

A report on the second year of a three-year longitudinal study of academic achievement of this group. Marginal differences existed in reading and spelling and favoured pupils of the open-plan schools; pupils in the other schools recorded marginally high ability scores.

No. 7: Day, Hy. I. Curiosity and Creativity Among Pupils in Open Plan and Architecturally Conventional Schools--A Progress Report. 1973. 7p.

A first report on a series of studies in which the curiosity and creativity of the pupils in two open-plan and two traditional schools are being compared. The study of grade 5 students found no significant differences between the two types of schools. The first year of the longitudinal study, which is to continue for three years, was at the grade 2 level. Some differences showed up on the tests, but they were not systematic and did not point to any real distinction among the schools.

No. 8: Cooke, Geoffrey. Problems of Teacher-Student Organisation in Open-rooms. 1973. 8p.

In early 1971 the author visited 13 open-area and 13 conventional schools in southern Ontario to gather material for his thesis, "Teachers' Roles and Structural Differentiation". This is a synopsis of a 34-page summary prepared for the school boards that cooperated in his study.

STUDIES PRODUCED AT UNIVERSITIES

Allen, D. Ian. Open Area Schools in British Columbia. Staff study, Simon Fraser University, 1972. 151p.

The purpose of this study was to discover common practices in open-area classrooms in British Columbia, and to determine whether any of these were associated with teachers' perceptions of success.

Arikado, Marjorie S. Status Congruence and Consensus as They Relate to Team Teacher Satisfaction in the Open Plan School. Ph.D. thesis, University of Toronto, 1973. 159p.

The primary purpose of this study was to determine the relationship between

two status variables, (1) the degree of congruency between leadership status and personal status and (2) the degree of status consensus within a team, and team teacher satisfaction. The sample consisted of 134 teams from 71 open-plan schools distributed among five county school boards in Ontario.

Cooke, Geoffrey. Teachers' Roles and Structural Differentiation. Ph.D. thesis, University of Toronto, 1971. 356p.

A sociological analysis and comparison of the learning situation in 13 open-space and 13 conventional senior public schools.

Corlis, Carol. The Effects of Open and Traditional Schooling on the Manifestation of Curiosity Behaviour in Eleven Year Old Children. M.A. thesis, University of Toronto, 1972. 126p., apps.

The purpose of this study was (1) to develop a model for the sequential components of curiosity behaviour that could be utilized in creating an efficient measure of curiosity and (2) to use the instrument in evaluating differences in curiosity behaviour manifested in 11-year-old children in schools representing progressively increasing levels of openness (rated both architecturally and programmatically) to education. The results obtained suggest that moderate levels of openness of architecture and program foster optimal levels of curiosity in students and that girls are more curious than boys.

Fisher, Charles Wilfred. Educational Environments in Elementary Schools Differing in Architecture and Program Openness. Ph.D. thesis, University of Toronto, 1973. 165p.

The empirical clarification of program openness, in terms of teacher and student environmental attributes with which it was closely linked, was the major result of the study.

Garneau, Claire. Satisfaction des maîtres de l'élémentaire face à l'enseignement par équipe Thèse M.A., Université de Montréal, 1971. 183p.

Par un questionnaire, on explore les changements et les satisfactions qu'apporte aux maîtres l'enseignement par équipes dans quelques écoles à aires ouvertes de la région de Montréal.

Hersom, Naomi, and D.A. MacKay. A Study of Open-Area Schools, Edmonton Public School District. Staff study, University of Alberta, 1971. 78p. Distributed by Edmonton Public School Board.

A survey of teacher attitudes towards open-area schools.

Jaworowicz, Edward H. Open-Space School Design as a Situational Determinant of Organizational Climate and Principal Leader Behavior. Ph.D. thesis, Wayne State University, 1972.

This study of the effects of the open-area school on the patterns of interaction between the principal and teachers, conducted in the Separate School District of Windsor, Ont., concluded that the design itself does not produce any alterations.

Kobrick, Judi B. Cognitive Spatial Development of Children in Architecturally Open Plan and Traditional Schools. M.A. thesis, University of Toronto, 1972. 110p.

For this study twenty 8-year-old grade 3 subjects were chosen at random from two open-plan schools, the only selection criterion being that they had attended their school for four years (kindergarten to third grade), and matched with twenty subjects who had been attending a traditional school for the same four years.

Kruchten, Robert M. A Survey of Teachers' Perceptions of Open Area Schools. M.Ed. thesis, University of Calgary, 1971. 103p.

Nash, B. Chris, and Tasso G. Christie. Sudbury Board of Education: Comparison of Alexander Public School with 3 Non-Open Schools: Programmes and Outcomes. Staff study, Ontario Institute for Studies in Education, Midnorthern Centre, Sudbury, 1973. 13p., apps.

A study in which pupils' achievements and the learning situations at the four schools were compared at the grade 5 level. A videotape on Alexander School formed part of the presentation of this study to the Sudbury Board.

Nash, B. Chris, and Tasso G. Christie. Sudbury Board of Education Open Schools Project. Staff study, Ontario Institute for Studies in Education, Midnorthern Centre, Sudbury, 1972. 14p., apps.

The aim of this study was to see how far the goals of open education were furthered by the provision of open-area schools. Students at the grade 5 level in three open and three non-open schools were tested on intelligence and achievement, and the Barth Questionnaire on Beliefs about Education was administered to teachers, principals, school board administrators, trustees, and parents. Interview and observation techniques were also employed.

Pickard, Brent William. An Evaluation of Open Area School Design for 16 mm Motion Picture Utilization. M.Ed. thesis, University of Alberta, 1970. 199p.

Sparkes, Ian. A Co-operative Approach to Initiating and Administering an Open Area Junior High School Program. M.Ed. thesis, Memorial University of Newfoundland, 1973. 65p.

Tedrick, Gordon Douglas. Pupils' Perceptions of Open Area School Facilities. M.A. thesis, University of Calgary, 1973. 100p.

A study conducted at the grade 6 level in the city of Calgary.

White, Sister Virginia. The Open Area School: Achievement or Beginning? Published by Education Extension, Centre for Continuing Education, University of British Columbia, 1972. 14p.

A survey of 26 articles on open-area schools, in which curriculum was found to be the most neglected of the aspects dealt with, coupled with a brief summary of the taped discussions at the Conference on Curriculum Development for Open Area Schools held at the University of British Columbia, October 1968.

JOURNAL ARTICLES

Anderson, D. Carl. "Open-plan schools: time for a peek at Lady Godiva", Education Canada, vol. 10, no. 2 (June 1970), 3-6.

Anderson, D. Carl. "A second look at Lady Godiva", Education Canada, vol. 12, no. 4 (December 1972), 16-22. Also in School Progress, vol. 41, no. 11 (November 1972), 30-2, under the title "The open plan school...a second look at Lady Godiva".

Bumbarger, Chester S. "Educational Space: Its Design and Use", The Canadian Administrator, vol. 11, no. 4 (January 1972), 13-16.

Ellison, M., L.L. Gilbert, and E.W. Ratsoy. "Teacher Behavior In Open-Area Classrooms", The Canadian Administrator, vol. 8, no. 5 (February 1969), 17-21.

Evanechko, Peter O., Kenneth R. McCulloch, and J. Douglas Ayers. "Elementary Students Look at the Open Area and Team Teaching", Newsletter, B.C. Principals' and Vice-Principals' Association of the British Columbia Teachers' Federation, vol. 14, no. 3 (March 1973), 119-28.

Gray, William A. III, and Peter R. Moody. "Preparing open area team teachers: an unfulfilled need", The BC Teacher, vol. 52, no. 8 (May-June 1973), 256-7, 273-4.

Ingalls, Eleanor M. "So You're Teaching in an Open Area", The Manitoba Teacher, vol. 48, no. 1 (September-October 1969), 4-6.

Kierans, Sister Mae. "Special Education--An Experiment in Open Space and Team Teaching", Special Education in Canada, vol. 45, no. 2 (January 1971), 33-4.

McNutt, Marion. "Open Space: Room To Grow In", Arbos, vol. 5, no. 5 (May-June 1969), 4-5, 7-8.

Myers, R.E. "A Comparison of the Perceptions of Elementary School Children in Open Area and Self-Contained Classrooms in British Columbia", Journal of Research and Development in Education, vol. 4, no. 3 (spring 1971), 100-6.

Schlesinger, Benjamin, and James Youngston. "The open plan school: What's involved for teachers and pupils?", School Progress, vol. 39, no. 10 (October 1970), 52-3.

Wilson, F.S., R. Langevin, and T. Stuckey. "Are Pupils in the Open Plan School Different?", The Journal of Educational Research, vol. 66, no. 3 (November 1972), 115-18. (A briefer summary of this study appeared in Orbit 16, vol. 4, no. 1 (February 1973), 6-7, under the title "A Study of Students in Open Plan Schools".)